Character Education Patterns Through Validation of the Value In Action For Civics Education Student (VIA-CES) Based distance learning

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Abstract: This paper will explain how Citizenship Education teachers develop character education patterns through self-report questionnaires through distance learning-based VIA-CES validation programs. During the covid-19 emergency, there is a new policy of home learning system that requires face-to-face learning to be diverted to distance learning system by utilizing online communication media. This condition becomes a challenge in the actualization of character education through learning. As a supporting factor in producing good citizens, this paper plays an important role in considering how the ideal special pattern to be applied by Citizenship Education teachers in the implementation of character education through self-report questionnaires with distance learning-based VIA-CES validation methods. In the process, this research will use qualitative methods with a case study approach to discover the peculiarities of how character education development patterns are designed based on the study of concepts, procedures, and implementation. The data source of this study was taken from seven informants consisting of a teacher as a key informant, three students, and three parents as supporting informants. Analysis of research data will be obtained from the observation process, in-depth interviews with all informants, and document analysis. The results of this study showed an analysis of the implementation of the VIA-CES program on the character development of learners. It has been found that learners can display a wide variety of positive characters according to the indicators presented. This is evidenced by the suitability of the questionnaire report with the circumstances in the field based on confirmation from the observation of parents.

Keywords: Character, Civics Education, Distance Learning

Introduction

Reviewing the impact of the Covid-19 pandemic on the sustainability of the education process, the Central Statistics Agency said about 91.3% or a total of 1.5 billion students worldwide are unable to study in schools, as well as in Indonesia. To follow up on this condition, the Indonesian government encourages the existence of a distance learning system so that the learning process can still be carried out properly. The efforts of the Indonesian government are supported by the decree of the Ministry of Education and Culture in Circular Letter No.4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of Covid-19 and for the continuity of the policy reissued Circular Letter No. 15 of 2020 concerning Guidelines for implementation of learning from home during the Covid-19

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emergency period. In succeeding the implementation of learning from home all schools implement the learning process in the form of easy access to online educational media links that are connected and well managed. Then another method is offline learning in the form of the use of television, radio, modules, and the surrounding environment as a facility to support learning activities. This series of conditions is also known as distance learning, where the learning process takes place remotely by utilizing online communication media.

In the new adaptation period of the education process using distance learning-based learning system, of course, many problems arise and are felt by various parties such as schools, teachers, students, and parents. Starting from the difficulty in designing the ideal learning flow, difficulty in applying the school culture to still be carried out despite learning from home, limitations of mastery of science and technology from various parties (teachers, students, parents), lack of supporting facilities (laptops, mobile phones, internet quotas), difficulty accessing the internet network and the difficulty of teachers controlling the development of students. Even in a survey conducted by Tanoto Foundation related to this condition in 332 principals, 1,368 teachers, 2,218 students, and 1,712 parents, there were several major problems in the implementation of distance learning. First, as many as 56% of parents who are respondents claim to be less patient and saturated in accompanying their children to study, and the majority find it difficult to build the spirit and concentration of children when studying at home. Second, parents find it difficult to understand and explain the subject matter to children, especially those who sit in elementary school and junior high school.

Related to students, they are so difficult to concentrate when learning from home, there are complaints related to too much and heavy assignments, then students also experience increased stress due to prolonged isolation that results in increased emotional students due to saturation of learning from home, students also experience a decrease in morale by taking the online learning process lightly, this is evidenced by the frequent students wake up oversleep, sleep during zoom meeting class, do other activities while learning, things are strengthened when the video feature on zoom meeting or google meet is disabled.

Furthermore, from the teacher side, the main problems are teachers lacking creativity in managing the learning process, difficulties in monitoring the development of learners in terms of honesty when completing tasks, constraints in managing classes and students during online learning, lack of cooperation between teachers and parents, the inability of teachers in controlling the development of student attitudes at home, and the difficulty of teachers monitoring the implementation of school culture at home. In the end, this condition resulted in weak effectiveness between teachers and students in distance learning activities.

The minister of education explained that the implementation of distance learning should be able to give meaning to every learning experience, without having to be a burden for students in achieving learning competencies. Meaningful learning requires teachers, students, and parents to understand each other's conditions so that the process of transferring knowledge can run optimally, interaction and good communication must be intensively established as a form of cooperation to overcome access gaps in distance learning. Teachers must also have good competence to be able to perform ideal actions in the learning process.

Teachers become the main aspect in the teaching and learning process. Especially for Civics Education teachers, there is a special challenge to be able to insert eighteen character values in the process of distance learning-based learning to be delivered in real-time to students. With the various demands that exist Civics Education teachers not only design and deliver innovative and creative subject matter but also must be able to integrate materials, activities, and evaluation of learning with character education. Considering this background, researchers have found the integration of Civics Education with character education through validation of Value In Action For Civics Education Student (VIA-CES). Project is a self-report questionnaire

development with a classification of Value in Action (VIA) based on 18 character values and five basic Pancasila values by utilizing Padlet applications.

Of course, teachers can not maximize their role, cooperation and the presence of parents greatly influence the success of the program of planting character values into the student's personal because a character education process requires special assistance so that students can apply it well. The development of VIA-CES as a pattern of character education development in the form of self-report questionnaires is one way to obtain valid character scores. However, there is still a need for informant reports and observations to review the validity of the self-report.

Literature Review
a. Character Education

Character education in (Komalasari, 2017) is defined as a habit so that in doing character formation is in desperate need of a community like family and school. In the family, character formation can be developed through home customs, programs of religious activities, togetherness, and education in the family directed by parents. Furthermore, the school also has a very good contribution in the process of character education, because schools can internalize character education through various dimensions of activities such as learning activities, extracurricular, school culture implementation, competition events, and so on. In Indonesia, character education adheres to the ideology of Pancasila in its implementation.

Character education is often assumed to be a moral education, Hill explains that character education is one part of moral education. This statement is based on the history of value education in the United States that distinguishes religious, moral, and social issues in education by always linking it to the education of values (Qoyyimah, 2016). The statement indirectly assumes that character education urgently requires the desired standard of value or nature and is to be achieved in a value education curriculum. So clearly there is a standard of 18 character values in Indonesia so following the opinion of Hill.

The main purpose of the character education program is to teach students about the values and virtues needed for the development of human personality, this can be interpreted as a realization of the virtue of character knowledge in the form of actions in life (Arthur, 2016) itself is to bridge the strengthening and development of character values to create behaviors that are following moral values, both in the school environment and the community environment (Kesuma, 2012), The success factor of character education from the internal and external side, of course, each element has its function for the implementation of ideal character education, but it is necessary to know more deeply that the characteristics of parents will greatly influence the success of character education in children, positive development of children's character will be seen from Character (i.e. respect, morality, integrity, and behavioral standards), Competence (e.g. academic skills and abilities), Caring (for others), Confidence (self-worth), and Connection (positive relationships with others) (Shirley-Anne S. Paul, 2020). Strong cooperation between parents, school supervision, and engagement will result in positive success for children's character education even in their application to children's behavior in society (Bowers, 2014).

Character education is increasingly important in the world of education (Davison, Harrison, Hayes, & Higgins, 2016). When a karkater is defined as a set of psychological characteristics of a person who is the motivation for the emergence of moral actions by doing acts of kindness in daily life, character development becomes an important issue that must be formed from the educational environment of the school (Hart, Oliveira, & Pike, 2019). The world has presented a variety of programs aimed at character education, ranging from socio-emotional and character development programs (Ruttledge at al, 2016), literacy-based character education programs (Davison, Harrison, Hayes, & Higgins, 2016) youth social action

interventions (Gorard at al, 2016) character-based sports education programs (Scott, R., & Cadywould, C., 2016) and many others. None other than this, it is designed to teach the value of good character to students to produce civilized human beings process of character education is not easy to do, so in carrying out the role of family, school, environment, and also the personal duty of each individual to continue to improve themselves to have a moral character. Three stages must be passed to implement character education, namely moral knowing, moral feeling, and moral doing. The three stages are in line with the concept of three important components of character education from (Lickona, 2013) where good character consists of knowing better, loving and wanting good, and doing good.

b. Civics Education

Civic Education journey in Indonesia has been through many changes, ranging from terms, material content, learning focus, and implementation. Unwittingly, Civic Education in its implementation is integrated with history lessons, especially on the topic of the history of the nation's struggle, because it is very important to sharpen the nationalist sense to the learners. The hope of this is the creation of smart and good citizenship which is one of the goals of Pancasila and Citizenship Education because in essence citizenship education is about "how to be a good citizen" and "what good citizens can do" (Qoyyimah, 2016). The creation of good citizenship is a form of success of Pancasila and Citizenship Education in line with delivered by (Carretero, H., & Bermudez., 2015) that the current citizenship education, will be packaged to be able to design citizens in line with the prevailing values in society.

The term "New civic" is a civics education approach based on the recognition that citizenship learning must start from a school where learners are formed with their activities, interests, and perceptions of the character of good citizenship. Civics education is a discipline that is implemented at every level of education to prepare good citizens for the Indonesian nation. This concept is in line with Cogan's opinion that "Civic Education is the foundational course work in a school designed to prepare young citizens for an active role in their communities in their adult life". If interpreted in line with some of the opinions above that citizenship education is a process of learning activities that occur in schools to prepare the nation's generation to be able to actively participate in people's lives. (Budimansyah & Suryadi, 2008) stated that Civic Education in its core is the central goal of an education system through the concept of "of high quality and sufficient quantity" and using an approach that is "interdisciplinary".

The learning method will be interactive and focus on the way students think to be able to reflect it on people's lives. Involvement in this community is intended to obtain "civic experiences in the community" because the contribution of the community in "civic education" is a synergistic development of "citizenship transmission, social science and reflective inquiry in social studies". Citizenship transmission will focus on the knowledge, understanding, and implementation of citizen obligations through the democratic process. The social science dimension will focus on the way of thinking "interdisciplinary" and "inquiry". Hopefully, from some of these concepts, civic education learning will be better so that it can print smart and good citizenship to build a nation that can compete globally.

c. Values in Action (VIA) Relationship with Civics Education

Values in Action (VIA) is the process of internalizing values into a form of action to support students to be able to act as good citizens and socially responsible and able to contribute meaningfully to society, through the learning process, the application of values, knowledge, and skills in the form of characterful actions. VIA will grow students' ownership of how they behave and contribute to themselves, their families, communities, nations, and countries. The term Value in Action (VIA) was first introduced by Peterson &Seligman VIA to be an important

foundation for measuring character strength in cross-cultural (Kinghorn, et al., 2019) as an instrument to measure characters based on the theory of character strength known as Value In Action Inventory of Strengths (VIA-IS). In other studies the development of this instrument is varied to measure the strength of character in adolescents, the instrument is known as Values in Action Inventory for Youth (VIA-Youth) (Chrizanne van Eedena, 2014).

VIA-IS and VIA-Youth approach positive characters that are reflected in thoughts, feelings, and behaviors. Indeed, this approach is in line with Thomas Lickona's concept of moral knowing, moral feeling, and moral action (Lickona, 2013). VIA-Youth is presented because it is considered necessary for an instrument for systematic examination of marketer, with multidimensional character conditions, this instrument uses 24 components of character strength with 6 basic virtue development. Although it is said to apply universally, character strength in different countries certainly has differences from each other this is conveyed by Park (Kinghorn, et al., 2019). This condition is caused by cultural differences and value systems embraced by a nation. The existence of VIA-IS and VIA-Youth instruments to measure the value of knowledge and actions of one's character through the character strength component has not adequately accommodated the overall values of the Character of the Indonesian nation following the basic values of Pancasila and the basic values of the development of the nation's character education program. Thus through this study, researchers will reveal how the implementation of value in action for civics education student (VIA-CES) development uses character components based on 18 values of development of the nation's character education program and the basic values of Pancasila. Indonesia has designed character education to be one of the missions of civics education present as the spearhead of education. civics education is presented not only as a transfer of knowledge but also a transfer of value, the change of character of learners is an endeavor that is planned for the achievement of national education goals. Although this is the task of all subjects civics education must be more intense in integrating character education in learning, as a form of implementation of success indicators to become good citizenship through the achievement of civic competencies in the form of civic knowledge, skill, and disposition.

Civic disposition is a character of citizenship that is required in two forms of character implementation, namely in the general and special sphere, the general character in question such as caring, politeness, heeding the rules, critical thinking, being a good listener, being able to negotiate while a special character in the form of moral responsibility, respect for human dignity and dignity, and discipline. The form of implementation will be reviewed as Value In Action for students of citizenship education. As a compulsory subject in schools, civics education is a learning that is part of the government's strategy in instilling a sense of love of the homeland, responsibility, and character in line with the values of Pancasila. In the aspect of character education, civics education is certainly in need of a learning design that can actualize the value of character into students, especially in this distance learning period. One of the designs that can be developed is the validation of Value in Action For Civics Education Student (VIA-CES) based on distance learning

d. Distance Learning

Reviewing the condition of the new era of education during the Covid-19 pandemic, there is certainly a new learning implementation design developed, one of which is the concept of distance learning. This concept was applied more than 250 years ago, the learning process of distance learning that time began with the exchange of lesson materials through traditional letters between teaching institutions and learners, known as correspondence education (Hubackova, 2015). Distance learning in countries such as Australia and Finland is generally applied at all levels of education. For example, Australia uses four models of distance learning, namely correspondence, multi-module, and flexible teaching (Kruszewska, Nazaruk, &

Szewczyk, 2020) the most widely used is the flexible teaching model because it allows its implementation online and offline using CD publications and the global Internet, this is widely known as blended learning. This pattern has been widely applied in the majority of Australian universities and various secondary schools.

Distance Learning has two equally important orientations so that the implementation can run conditionally, it is necessary to note how the readiness of teachers and the readiness of learners in carrying it out. Distance learning in other opinions is defined as a planned learning experience, which is made to provide interesting learning for students whose location is far away and even able to reach students around the world by establishing good communication with students. The basis of distance learning development can be qualified in four stages, namely correspondence course stage, multimedia communication stage both print, radio, telelearning, and television, then synchronous telelearning stage, and flexible learning stage where internet starts to enter. Distance learning will be very closely related to information technology because distance learning programs require help from internet networks, computers, and computerized systems (laptops, smartphones, tablets, etc.) as a means of supporting the learning process. This situation is also known as e-learning which is a learning process that utilizes electronic media and internet networks for the main media of learning so that access to education can take place anywhere and anytime (Xu, 2020).

Research Methods

This research will use a qualitative research approach with case study method Because researchers want to understand comprehensively the uniqueness of the development of Value In Action For Civics Education Student (VIA-CES) as a character education innovation in the process of distance learning and researchers will analyze how the strategy, design, and implementation of the VIA-CES program in depth.

Because the purpose of this study was to find out the application of character education patterns through validation of VIA-CES based on distance learning, the researchers chose the main informant, namely the teacher as the main developer of VIA-CES-based distance learning at SMA YP Unila, on this occasion given the pseudonym Lisa. Then another informant needed in this study is three students from different grade levels with their parents as parties who feel and run directly how the VIA-CES program as a character education program based on distance learning. Researchers will conduct interviews with informants using a special and natural approach so that informants can convey accurate and comprehensive information.

Findings & Discussion

This section will present findings and data analysis on the implementation of the VIA-CES validation program at YP Unila Bandar Lampung High School. The data excerpt below is taken from interviews and observations with one Civics Education teacher given the pseudonym Lisa, three students with pseudonyms Salma class X, Dinda class XI, and Arya class XII, interviews and observations were also made on the parents of students given pseudonyms Bambang, Rina, and Kumala. Bambang is Salma's parents, Rina is Dinda's parents, and Kumala is Arya's parents.

The first phase of the interview was conducted with Civics Education teachers at YP Unila High School, as a first step to uncover the uniqueness of character education programs applied to students through Civics Education. Responding to an interview question about how she designed character education for Civics Education students in the period of distance learning, Lisa talks about the programs she applies to internalize character education even in distance learning.

Researcher : In this time of distance learning, how is the strategy that you do to still be able to internalize character education in citizenship education?

Lisa : Character education is inseparable from citizenship education, although in the condition of distance learning I still try to internalize the value of character into students, one of them through the development of self-report questionnaires so that the practice of character performed by students in the form of real actions can be reviewed by me.

Lisa highlights that character education will be able to continue regardless of the condition, this is restored to the teacher's ability to design the ideal learning to implement the character's education. Furthermore, researchers follow up on how the design of the self-report questionnaire program is designed.

Researcher : For the development of the self-report questionnaire program, what is the concept and design of its implementation?

Lisa : The development of this program I term validation Value in Action for Civics Education Student (VIA-CES), the implementation is done online, to validate how the character value is seen in each student's actions. The concept is to design the self-report questionnaire using the Padlet application so that students can upload photos of character actions that they perform on the specified day according to the teacher's instructions.

Researcher : What about the character criteria used for Value in Action for Citizenship Education Student (VIA-CES) validation?

Lisa : Character criteria in the development of Value in Action for Citizenship Education Student (VIA-CES) validation program are taken based on 18 values of national character and Pancasila values. So this VIA-CES has two schemes. *First*, teachers internalize character values through the practice of Pancasila values in daily life, so that this self-report questionnaire takes place every day, students have directed to practice the value of Pancasila 1-5 in their daily activities at home, ranging from religious values, humanitarian values, unity values, values of deliberation, and the value of justice. This is evidenced by photos related to the actions of the character performed. *Second,* teachers internalize character values through 18 national character values associated with teaching materials, so self-report questionnaires will take place in line with the learning process, and not all grades enter into them, only a few grades that match the teaching materials used as character criteria that students must display. For example, in the material.

Lisa explains how she qualified character grades in the development of the VIA-CES validation program. He is also considering how that value aligns with citizenship education. Lisa considers that it is good for the teacher to be able to determine the relevant values to be implemented by the students, and she also considers that not all of the 18 character values can be applied at the same time so qualifying the character values according to the teaching materials is a very important process to do.

It can be concluded that in its development validation Value In Action For Civics Education Student (VIA-CES) is carried out in two schemes, namely on the method of internalization of character values in the daily lives of learners based on the practice of Pancasila

values and internalization of character values through Civics Education material that takes place based on 18 character values. This scheme is designed to assess the character displayed by learners in acts of virtue during distance learning. Because character is a psychological process to define an act of one's virtue. Therefore, there needs to be a systematic examination of the character by determining special indicators in describing the character of learners reflected in their behavior in daily life. The good indicators are displayed in simple language by referring to the settings and situations in the school, family, and student environment.

In the first scheme, self-report questionnaires are designed with indicators of five basic values of Pancasila. The report is carried out as a review of the daily activities of learners, to see how the practice of the character of learners based on the value of Pancasila in daily life. This scheme can be described as follows.

Figure 1
The Value In Action For Civics Education Student (VIA-CES) validation scheme through the implementation of student character based on Pancasila value in daily life.
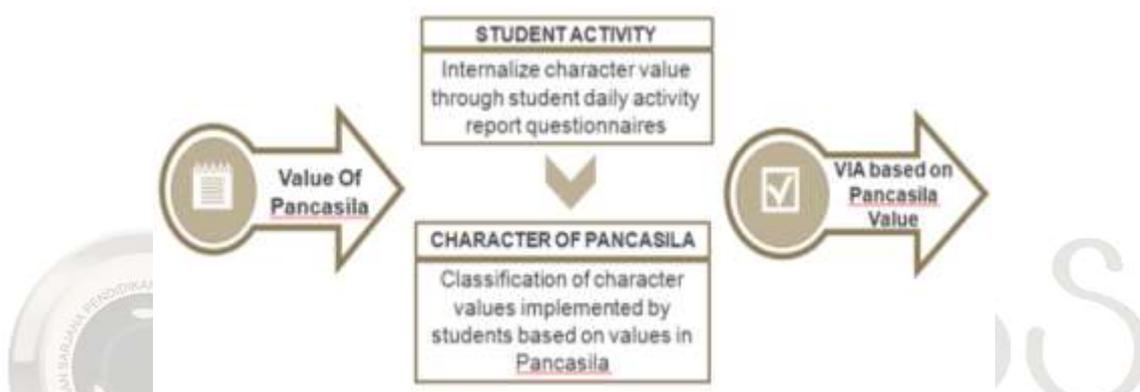
Furthermore, in the second scheme, the self-report questionnaire was packed with indicators based on 18 character scores tailored to the ongoing subject matter. For example, in the material "Peeling the Administration of State Power", the indicator is drawn from the value of what character to be lifted from the material based on 18 values of national character, for example the character of nationalism, national spirit, courage, leadership, democratic, and responsibility. Therefore, the six values will be the focus of the teacher in seeing the development of the student's character from the results of the report on VIA-CES validation through Padlet application. The report is a photo proof of students to practice the character's value in the school environment, family or community. This scheme can be described as follows.

Figure 2
The Value In Action For Civics Education Student Validation (VIA-CES) scheme is based on 18 character values tailored to ongoing subject matter.
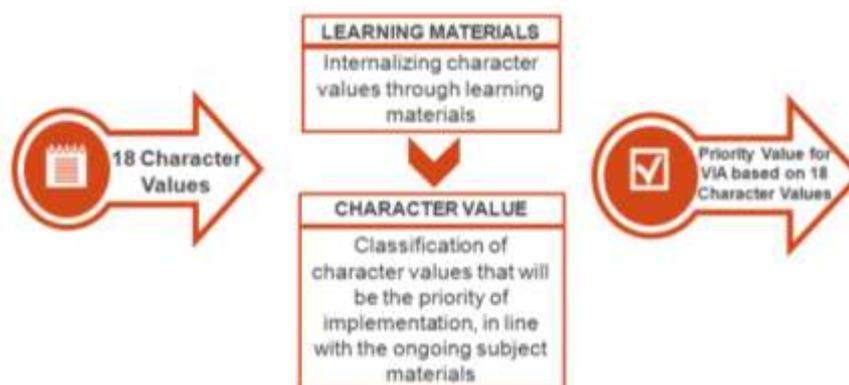
Based on these two schemes, teachers hope to form an ideal character education pattern that can play a role in this distance learning period. The difficulty of teachers to directly control the development of student attitudes will be facilitated by the via-CES program that packages character education through the practice of value directly in the lives of students, VIA-CES also serves as a media of teacher control to assess attitudes

Researchers reviewed how the character development of students and asked their opinions regarding the implementation of distance learning-based VIA-CES program conducted by citizenship education teachers. From the exposure of direct observations and interviews with informants, under the pseudonym Salma, Dinda, Arya, and their parents, researchers found that the implementation of character education can be well internalized through the VIA-CES program. There is a development of character in students based on confirmation from parents, students become directed and productive activities and there are some positive activities displayed, such as helping people who are struggling, being polite, independent and so on. On this occasion, researchers first focused on the practice of character following figure 1 based on the value of Pancasila, based on a direct review of the VIA-CES self-report questionnaire with qualifications of Pancasila character values, namely religious, humanitarian, unity, deliberation, and justice. It can be described as follows.

Table 1
Description of Value In Action For Civics Education Student (VIA-CES) validation through character implementation based on Pancasila values.

No	Student Name	Parent Name	Value of Pancasila				
			Sila 1 Religous	Sila 2 Humanity	Sila 3 Unity	Sila 4 Deliberation	Sila 5 Justice
1	Salma	Bambang	Students perform congregational prayers and learn the Quran with family	Students conduct social activities, and assist orphans	Students participate in gotong-royong activities in the community environment	Students discuss with family members	Students carry out charity program
2	Dinda	Rina	Students read the Bible (for Christian Students) and students pray before studying	Students help friends who have difficulty understanding assignment	Students make friends regardless of ethnicity, order, and race	Students conduct deliberations with coral cadets in the local community environment	Students have not participated in the practice of Sila 5
3	Arya	Kumala	Students perform prayers, recite Verses of the Quran in the morning, and fast	Students help mom and dad work at home	The student never quarrels with family members at his home	Students discuss when completing group work	Students are fair in sharing schoolwork with their friends

From the following table view, it can be seen that Salma and Arya have implemented the character following the qualifications of character values that teachers provide, ranging from religious characters, humanity, unity, deliberation, and justice. Meanwhile, Dinda seems

to have not been able to implement these values as a whole, especially in the character of justice because Dinda has not been able to display the character of justice on the VIA-CES self-report questionnaire. Broadly speaking, students have been able to implement character well according to the qualifications of grades determined by teachers based on indicators according to scheme 1 although there are students who have not been maximized in their application. An important point based on interviews with parents;

> *That the learner correctly performs the character action according to the qualification of the character value that must be reported. This means that there is harmony between the report and the conditions in the field. In character education, parents play an important role to always accompany and remind children to behave well wherever they are, advise the child to be able to trust in the task, and supervise the child in every learning process. The parents of some of the students hope that their children will do the character's actions not only for the needs of the report to the teacher but to make the character's actions their identity.*

Conclusion and Summary

This is a form of implementation of student success indicators as good citizenship. With the knowledge of the character of learners can understand how to distinguish good and bad things and able to project themselves to have good character, then with the ability to feel learners through conscience and empathy can do good that comes from sincerity of heart, then this is ultimately transferred into the aspect of action so that students responsively with knowledge and feelings can practice good character in the form of real actions in daily life following the expected values. The result of this study illustrates that the VIA-CES program is a program that can make it easier for teachers to transfer value to students until they are able to practice it in real actions and teachers can evaluate character development based on real action reports of learners in implementing character values in everyday life.

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